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ABSTRACT

This experimental program is composed of a series of projects: the 1971-72 phase titled, "Leadership Training for Multicultural Understanding," and the 1973-74 phase, "Leadership Training to Influence Peer Behavior." Funding has come from HEW grants--Emergency School Assistance Program and the Emergency School Aid Act. The primary purpose of the projects is to train youth and adult leaders, or those with the potential to be leaders, to improve the quality of relationships between people, expand the tolerance for racial and cultural differences, and provide new approaches for anticipating, preventing, and solving problems of desegregation. The secondary purpose is the structuring of a laboratory-type experience for selected masters--level graduate students on leave from their public school posts. As Project Coordinators, they interpret theory, enhance and apply leadership skills in planning, programming, directing, coordinating, evaluating and reporting. This is accomplished under direct professional university supervision. The campus-based, laboratory-type seminars provide for 250 youth (grades 7-12) and 100 adult participants from the school system, selected community agencies and civic groups. Sixteen graduate students participate in this practice-centered, performance-based approach to multicultural learning. (Author/JA)

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CASE STUDY

LEADERSHIP TRAINING

FOR

MULTI-CULTURAL UNDERSTANDING and INFLUENCING PEER

BEHAVIOR

At

FLORIDA A. AND M. UNIVERSITY

Tallahassee, Florida

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1971-74

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Name of Program: LEADERSHIP TRAINING FOR MULTICULTURAL UNDERSTANDING AND INFLUENCING PEER BEHAVIOR

Institution: Florida A. & M. University

President: Dr. B. L. Perry, Jr.

Campus Public Information Officer: Mr. Robert L. Allen

Faculty Member Responsible for Program: Dr. Evelyn B. Martin

Title of Faculty Member: Professor, Chairman, Department of Educational Administration/Guidance

Signature: Evelyn B. Martin

Title: Professor Date: 11/09/73

Because of awareness of the critical need for appropriate pre-service and continuous development programs for school administrators and guidance counselors and the desire to serve as a community agency providing local assistance in the desegregation process, Florida A. & M. University is developing a unique model. The experimental vehicle is a series of projects: the 1971-72 phase titled, "Leadership Training for Multicultural Understanding", and the 1973-74 phase, "Leadership Training to Influence Peer Behavior." Funding has come from HEW grants - Emergency School Assistance Program and the Emergency School Aid Act.

The primary purpose of the projects is to train youth and adult leaders, or those with the potential, to improve the quality of relationships between people, expand the tolerance for racial and cultural differences, and provide new approaches for anticipating, preventing, and solving problems of desegre-

gation.

The secondary purpose is the structuring of a laboratory-type experience for selected masters-level graduate students. As Project Coordinators, they interpret theory, enhance and apply leadership skills in planning, programming, directing, coordinating, evaluating, and reporting.

The campus-based, learning seminars have provided for 250 youth (Grades 7-12) and 100 adult participants from the school system, selected community agencies, and civic groups. Sixteen graduate students will have benefited from this practice-centered, performance-based approach to their preparation program.

A campus-based learning laboratory has contributed to the achievement of selected objectives. A model emerges.

FLORIDA A. & M. UNIVERSITY is developing a unique model which seeks to achieve two important goals. First, to provide an appropriate pre-service and continuous development program for school administrators and guidance counselors. Second, to meet a critical local need for community agency assistance in the desegregation process.

The vehicle for model structuring is a series of projects: the 1971-72 phase titled "Leadership Training for Multi-cultural Understanding" and the 1973-74 phase, "Leadership Training to Influence Peer Behavior." Both are funded from HEW Grants under the Emergency School Assistance Aid Act. The School of Education's Department of Administration, Supervision, and Guidance is the responsible agency.

The primary purpose of the projects is to train youth and adult leaders, or those with the potential, to improve the quality of relationships between people, expand the tolerance for racial and cultural differences, and provide

new approaches for anticipating, preventing, and solving problems of desegregation.

The secondary purpose is the structuring of a laboratory-type experience for selected masters-level graduate students, on leave from their public school posts. As Project Coordinators, they interpret theory, enhance and apply leadership skills in planning, programming, directing, coordinating, evaluating, and reporting. This is accomplished under direct professorial university supervision, augmented by services of appropriate recognized consultants.

Given a structured sequence of activities in planned seminars, selected youth and adult participants performance targets become explicitly stated objectives, herein described as:

Effective communication for team-building.

Recognition of various effective leadership styles.

Demonstrated ability to preside, move to discussion, and achieve group consensus.

Application of techniques for rumor control and conflict resolution.

Restructuring of typical guidelines for disciplinary action in school crisis situations with provisions for alternatives.

Identification of problem-oriented behaviors with analysis of peer pressures.

Application of leadership skills related to human awareness and reduction of racial misunderstanding.

Evaluation of skill enhancement and techniques of application.

A series of seminars was conducted for youth and adult participants. Each was planned for a three and one-half hour block of time in the learning laboratory of the campus Education Center.

Activities consist of:

Listening

Creating

Discussion

Reading

Thinking

Writing

Role-playing

Voting

Deciding

Evaluating

as related to Seminar Topics.

The task-oriented programmed activities relate to such Seminar topics as are listed:

The Leadership Team

Leadership Styles

Robert's Rules of Order

The Committee of the Whole

Community Leaders and Followers

Communication

Body Language

Problem Solving

Identification of Problem-Oriented Behaviors

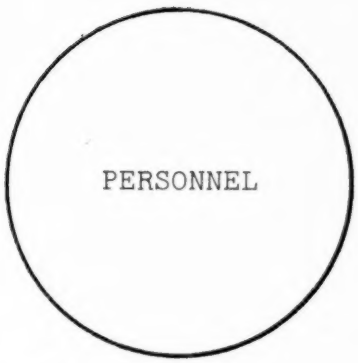
Analysis of Peer Pressures

Developing a Sense of Priority Acting or Reacting

Conflict Management

Utilization of Communication Skills

Developing Guidelines for Disciplinary Action



The staff, augmented by appropriate recognized consultants, was selected to provide administrative direction, management, and evaluation.

Project Director - Professor of Educational Administration, chairman of the department of Administration, Supervision and Guidance- author of the project proposal.

Assistant to the Director - An individual with graduate level preparation completing work leading to the masters degree in educational administration, with considerable teaching experience, and experience in working with youth groups.

Adult Coordinators - Individuals who are properly qualified for leadership roles in education, with public school teaching experience, and engaged in the graduate program in administration, supervision, or guidance.

Secondary School Student Coordinators - Outstanding high school students from the local system who

hold high student offices and have gained experience as participants in previous training programs.

Secretary - Responsible for all stenographic and clerical assistance to accomplish the objectives of the project.

The Youth Group: 250 Secondary school students (Grades 7 - 12)

The Adult Group: 100 parents, teachers, administrators, lay persons.

Members of the Youth Group were invited to become participants after being identified as persons meeting the criteria by their school principals or counselors.

Members of the Adult Group were selected as representatives of parent-teacher organizations, community, civic, social organizations. Minority and non-minority segments are well represented.

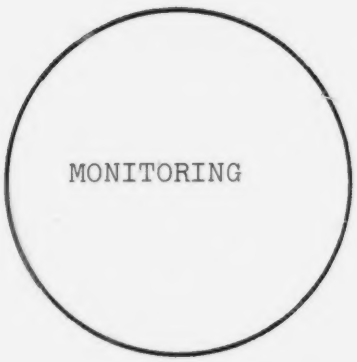
Funding has been in two parts under Phase I. The Emergency School Assistance Program and Phase II. The Emergency School Aid Act.

Phase I.

Employee Salaries	$20,000.00
Employee Fringe Benefits	2,450.00
Travel and Per Diem	4,000.00
Facilities Rental	1,100.00
Equipment Purchase	0.00
Contracted Services	2,250.00
Other Costs, including Student Stipends	19,200.00
	$49,000.00

Phase II.

Employee Salaries	$30,850.00
Employee Fringe Benefits	3,038.73
Travel and Per Diem	1,000.00
Facilities Rental	0.00
Equipment Purchase	0.00
Contracted Services	1,000.00
Other Costs, including Student Stipends	11,369.00
	$47,257.73



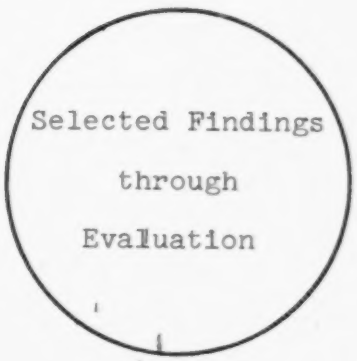
An Advisory Committee serves the endeavor and assumes monitoring responsibilities.

Community adults and public school students serve as members of the advisory component. Some are regular project observers or participants in the training seminars. From approximately twenty-two community organizations representing religious, civic, and social emphasis contacted, many designated their representatives. The membership represents a balance of students, parents, teachers, administrators, and interested lay persons. The unit provides for extensive awareness of and concern for the goals and objectives of the endeavor.

The difficulties of accurately measuring attitudes and behavior modification are apparent. A number of instruments have been selected, modified, or developed.

Instruments:

1. A set of statements designed to provide feedback with regard to concepts related to leadership skills.
   - Part I. Reactions to multiple choice selections
   - Part II. Reflection of attitudes based upon true-false choices
   - Part III. A rating scale
   - Part IV. Questions associated with recommendations for reconstruction or repetition of various activities
2. Participant Reaction Report
3. Seminar-Conference Rating Scale
4. Pre and Post Tests



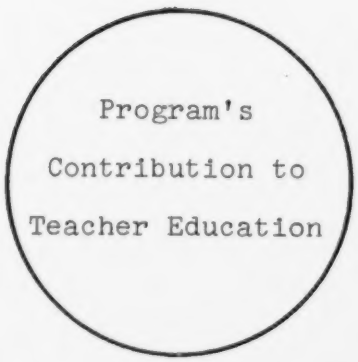
Some significant data has been accumulated to date. The evaluation process is continuous and there is a yield from each seminar.

Evaluation of Phase I. provides these findings:

Final tabulation indicated a yield of correct responses to support the conclusion that participants recognized, internalized and accepted the basic concepts of the leadership skills dealt with by the project.

Selected statements presented to the school principals, or their designees indicated a high yield of positive reactions to the performance of youth participants in the in-school setting.

A most gratifying result has been the observable change of attitudes and the willingness to apply new techniques in dealing with leadership activities by the graduate student coordinators. This performance-based dimension has been recognized as a singular advantage in the employability of those who have completed their masters level training since Phase I.



The program is designed to make a significant and important contribution to teacher education. Addressed as it is to the preparation and development of school service personnel in the categories of education, administration, supervision and guidance, it serves as a developing model for a performance-based component.

Graduate students as Project Coordinators are required to attain the performance objectives as incorporated in the University administrative internship experience. This is the performance-based program. Nine hours of credit are earned over a nine-month period. Behavioral objectives are utilized. The performance tasks associated with this series of projects are related to four key processes; diagnostic, prescriptive, implementive, and evaluative. All are essential to the total operation. There must be a tangible yield from the Project Coordinators in the form of appropriate and effective instructional materials - learning packets, visual aids, and structured activities in interaction. University supervisory observations and self-evaluation techniques are operative.

The campus-based activities offer enriching, rewarding opportunities for application of knowledge and skills necessary for effective administration, supervision, or guidance competence.